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ABSTRACT

This report presents past activities and future agendas of a Committee on the Status of Women at Ontario universities for the 1991-92 academic year. A first section gives a short history of the committee and an overview of the 1991-92 activities which included development of a women's campus safety audit guide and educational video, a commissioned book for women entering academic careers, and a series of consultations with groups representing women's interests in the universities. The second section presents the five themes that emerged from the consultations: (1) maintaining momentum for change; (2) applying institutional and individual accountability measures to status of women issues; (3) moving beyond policy development to change behaviors and campus climate; (4) retaining women faculty; and (5) making the universities more responsive to clients and communities. Consultation meetings were held with sexual harassment officers, student representatives, status of women officers, women's studies faculty, and agency representatives. Section Three presents the agenda for the coming years. This includes a 3-year work plan with estimated budgets. Appendices list the groups consulted, points made during the meeting, and the Committee's 1991-92 membership. (JB)

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. . . THEN WORK FOR CHANGE

**A Report to the
Council of Ontario Universities
from its Committee on the Status of Women**

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COUNCIL OF ONTARIO UNIVERSITIES

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. . . THEN WORK FOR CHANGE

A REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES FROM ITS COMMITTEE ON THE STATUS OF WOMEN

"First Mourn...Then Work For Change"

Text of National Action Committee on the Status of Women memorial poster following the Montreal massacre.

28 August 1992

EXECUTIVE SUMMARY

Now in its eighth year, the COU Committee on the Status of Women presents a report to Council outlining its activities during 1991-92. These include development of a women's campus safety audit guide and educational video; a commissioned book for women entering academic careers, to be published by the University of Toronto Press; and a series of consultations with groups representing women's interests in the universities.

The consultations were undertaken to help the Committee better understand the problems and opportunities encountered by women within the Ontario university community. Meetings were held with sexual harassment officers, student representatives, status of women officers, women's studies faculty, staff from the Ministry of Colleges and Universities and the Ontario Women's Directorate, the COU Committee on Employment and Educational Equity, the Confederation of Ontario University Staff Associations and the Status of Women Committee of the Ontario Confederation of University Faculty Associations.

Five themes emerged from the consultations:

1. The challenge of maintaining the momentum for change during a time of financial restraint in the Ontario universities;

2. Applying concepts of institutional and individual accountability to status of women issues;

3. The need to move beyond policy development in order to change behaviours and improve the campus climate for women;

4. The importance of retention of women faculty, building on the universities' recent improvements in the recruitment of women;

5. Developing partnerships with other COU committees and affiliates, and with external groups, to work to make the universities more responsive to their clients and the community.

Using information from the consultations, the Committee on the Status of Women has developed an agenda for the next few years. Brief descriptions of the projects are presented and linked to each major theme. Tabular summaries show the resource requirements for each project, the possibilities for collaboration with internal and external groups, and a suggested schedule. A three-year workplan with estimated budgets follows. The appendices list the groups consulted and points made during each meeting, and the COU Committee's 1991-92 membership.

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1.0 INTRODUCTION

As the COU Committee on the Status of Women enters its eighth year, we welcome the opportunity to report to Council the results of a process undertaken in 1991-92 to reassess the Committee's terms of reference and to plan activities for the next few years. An important component of this strategic planning process was a series of consultations with university groups concerned with women's issues. After gathering intelligence on the state of the women's community, the Committee has developed an agenda it believes will be useful to both Council and the constituency of women in the Ontario universities.

1.1 A Brief History of the Committee

The Committee on the Status of Women in Ontario Universities was established in 1985. Its mandate includes data collection and analysis, development of policy advice and sharing of information and ideas relating to the status of women students, administrative staff and faculty. Since its first year, the Committee has enjoyed a successful working relationship with staff at individual institutions and with government.

The Committee's projects have evolved from one year to the next, sometimes in response to suggestions from Council or indications of government interest in certain issues, such as employment equity or campus safety for women. The Committee has benefitted from the active participation of its members and their wide range of administrative and academic expertise. Some of its major projects, such as *Employment Equity for Women: A University Handbook* (March 1988) and the *Women's Campus Safety Audit Guide* (July 1991) have been funded by the Ontario Women's Directorate and the Ministry of Colleges and Universities. Reports such as "Women in the Universities of Ontario" (April 1987); *Attracting and Retaining Women Students for Science and Engineering* (June 1988); *Women's Studies Programmes in Ontario Universities* (October 1989) and *A Statistical Glance at the Changing Status of Women in Ontario Universities* (October 1990) have been widely distributed within the Canadian postsecondary community and have been sent to the United States, the United Kingdom, Australia, New Zealand and a number of other countries.

1.2 THE COMMITTEE'S WORK IN 1991-92

The Campus Safety Projects

During the past year, the Committee completed two projects on campus safety for women. The first was a campus safety audit guide, published in both English (August 1991) and French-language editions (December 1991). More than 3,000 copies of the *Women's Campus Safety Audit Guide* have been distributed. The second project, an educational video, *Safer for Women . . . Safer for Everyone*, was designed to complement the safety audit guide. Both projects were developed with the assistance of METRAC (the Metro Action Committee on Public Violence Against Women and Children) as practical resources to aid postsecondary institutions in ensuring a safer work and study environment for women. Representatives of the Colleges of Applied Arts and Technology were also involved in both projects.

A Book for Women in the Academy

Another major project undertaken in 1991-92 is a guide for women who are embarking on an academic career, written by Dr. Paula Caplan of OISE. The book will be published by the University of Toronto Press in spring 1993. Its intended audience is graduate students and faculty across North America. The rationale for the book was the Committee's belief that, while we have seen improvements in hiring in recent years, retention and career progress for women faculty will remain important issues for some time to come.

Responses to Current Issues

The Committee was also involved in a number of other activities in 1991-92:

- In September 1991, advice was provided to MCU about proposals for improving the climate for women in faculties of engineering.

- At the suggestion of the Committee, Council viewed an educational video, *The Chilly Climate for Women in Colleges and Universities*, produced by the University of Western Ontario. The Committee sent follow-up letters to members of Council encouraging use of the video at their own institutions.

- Preliminary work was begun on a document which would outline universities' legal and societal responsibilities in matters of harassment.

- A letter was sent to the CRTC protesting the one-sided presentation on the subject of "Misogyny on Campus" which was broadcast on the CBC radio programme *Ideas* in October 1991.

- The Committee was asked to comment on the *Harassment and Discrimination Response Guide* prepared by a task force of the Ontario Council of Regents for the Colleges and Applied Arts and Technology.

- A letter was sent to the task force preparing an AUCC response to the report of The Commission of Inquiry on Canadian University Education (Smith Commission), giving the Committee's observations on the report's recommendations pertaining to women in the universities.

- At the end of the academic year, members of the Committee met with the staff of the Ontario Women's Directorate who are organizing an international conference on Gender and Science and Technology, to be held at the University of Waterloo in the summer of 1993. The Committee will submit a proposal for a paper and a symposium on its activities and strategies for encouraging the participation on women in science programmes in the Ontario universities.

- Committee representatives also met with the Executive Secretary of the Ontario Commission on InterUniversity Athletics and the Executive Director of OWIAA to discuss a possible joint project aimed at strengthening the participation of women in athletics.

Consultation and Future Planning

At each of its regular meetings during 1991-92, the Committee consulted with representatives of the university women's community. The establishment of a COU Committee on Employment and Educational Equity was an important factor in the decision to reassess the mandate of the Committee on the Status of Women and determine areas of possible overlap with the new committee. The consultations were used to identify issues of immediate concern to women students,

faculty and administrative staff, and plan new projects which would be most beneficial to our "clients", who are both the members of Council and the community of women in the universities.

Groups were selected for consultation because they represented specific constituencies of women in the universities or because they were in positions with responsibility for women's issues. The individuals invited were not necessarily official spokespersons for their groups, but were all well informed about the concerns of their peers. As the consultation process went on, a number of common themes emerged.

Suggestions for future activities were made by each group, and there were indications of interest in collaborative projects. A record of the discussions was maintained in the form of follow-up letters sent to each participant. The key points from these letters are summarized in the appendix.

Groups Attending Consultation Meetings

Sexual harassment officers
Women student government representatives
Status of women officers
Women's studies faculty
Staff from the Ontario Women's Directorate and the Equity/Access Unit of MCU
The COU Committee on Employment and Educational Equity
The OCUFA Status of Women Committee
The Confederation of Ontario University Staff Associations

2.0 THEMES THAT EMERGED FROM THE CONSULTATIONS

Using the information and observations gained from the consultations, the Committee discerned five major themes in its discussions of the state of the universities and the Committee's future agenda.

Themes From the Consultations

1. *The challenge of maintaining the momentum for change during a time of financial restraint in the Ontario universities;*

2. *Applying concepts of institutional and individual accountability to status of women issues;*

3. *The need to move beyond policy development in order to change behaviours and improve the campus climate for women;*

4. *The importance of retention of women faculty, building on the universities' recent improvements in the recruitment of women;*

5. *Developing partnerships with other COU committees and affiliates, and with external groups, to work to make the universities more responsive to their clients and the community.*

2.1 Restraint: Excuse or Opportunity?

All of the groups we met with were acutely aware of the potential negative impact of the Ontario universities' financial situation on individual women employees and students, on services that help to make the universities more hospitable for women, on equity initiatives, and on the general campus climate and the receptivity of more established groups and disciplines to relative newcomers to the academic community. For example, the sexual harassment officers felt that while policies on sexual harassment were now in place, services to educate the campus community, handle complaints and provide counselling tended to be marginalized and might be threatened because of budget cutbacks.

The representatives of the Council of Ontario University Staff Associations said that the impact of cutbacks appear to have fallen particularly on administrative and support staff, more than 60% of whom are women. An unfortunate trend, mentioned by the COUSA representatives, is the expectation that in a time of budget constraint, fewer staff are expected to do more work. Progress made in accommodating family responsibilities through flex-time, job-sharing,

etc. are being threatened in the climate of cutbacks and down-sizing. COUSA also has an interest in improving access and support services for employees with disabilities and in training and career development for administrative staff and fears that progress on these matters may be delayed or halted in the current environment.

Women's Studies programme directors and faculty talked about the continuing marginalization of their discipline with respect to resources, even though it is enjoying great success in terms of enrolments, scholarship, research and employment of graduates. Budgets for support staff, travel and research support are very limited. Women's studies programmes usually depend on faculty from other departments to teach many of their courses and must compete with the priorities of the established departments when times are tough.

The OCUFA Status of Women Committee spoke of the effect of restraint on employment and educational equity initiatives. Few faculty are being hired, making it more difficult to increase diversity. Issues of curriculum and classroom climate cannot be given sufficient attention, and problems of resistance and backlash are more common when jobs and career progress are threatened.

Support services for students may also be subject to cutbacks. The status of women officers observed that there has been an increase in students (both female and male) with acute psychological distress related to backgrounds of abuse. There was also concern about scaling back of both provincial and federal student financial assistance programmes. One of the effects on students of increased financial pressure is a forced change from full-time to part-time status,[1] which may mean loss of benefits such as drug or health plans provided through student associations.

The Committee is concerned that the momentum for constructive change may be lost if institutions only focus on the negative side of restraint and restructuring. Women's groups tend to view the current financial environment as a threat to the modest advances they have won

[1] Between 1987-88 and 1991-92, part-time undergraduate enrolments in Ontario universities increased 24.9% for those aged 24 and under. During the same period, this age group increased their proportion of part-time undergraduate enrolments from 24.4% to 27.17% (with the largest increase occurring in 1991-92), and their proportion of full-time undergraduate enrolments declined from 88.14% to 85.61%. (Source: MCU data)

in recent years, while hard-pressed university administrators tend to see the issues raised by these groups as further drains on limited financial resources. Could we not begin to look at the budget situation as a challenge for creative management in the universities? The application of up-to-date management techniques in universities, advocated a few years ago by George Keller[2] should be extended to produce imaginative responses to the challenges now facing us. For example, staff should be involved in the development of strategies for cost-reduction and service improvement. Planning, even in a time of severe restraint, should not overlook equity concerns. And, as one of the sexual harassment officers pointed out, visible support and commitment from senior administration is essential (and doesn't cost anything).

Ideas originating in women's studies and other new interdisciplinary areas may provide models for the kind of academic restructuring that universities are facing. These programme areas have years of experience with doing more with less and with building a sense of community, and it is this type of creative management which institutions must work to maintain in a time of restraint. The process of finding creative solutions should involve administrators, staff and faculty. This applies to all aspects of management, but is of particular importance in areas such as equity and women's issues, which affect today's entire campus community, as well as the future of tomorrow's academy and Canadian society.

2.2 Accountability: Beyond Compliance

Institutional accountability in matters of harassment, equity and provision of a safe work and study environment were also mentioned by several groups. We include under the accountability theme responsibility to students and their families as the consumers of university services; the legal responsibility of universities as employers; and government's expectations of the role of universities in society, which may be tied directly or indirectly to funding.

We learned from the sexual harassment officers that colleges and universities are receiving more frequent queries from applicants and

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[2] *Academic Strategy: The Management Revolution in American Higher Education* (Baltimore: Johns Hopkins University Press, 1983).

their families about the personal safety record of the institution. The student representatives also spoke of the need for institutional responsiveness to the concerns of women students, especially with respect to sexism in the classroom and the curriculum, and campus safety.

We were also reminded that the student population is changing. In 1990-91, 55% of Ontario university students were women and there are more older students at both the undergraduate and graduate levels.[3]

The work of the Committee on the two campus safety projects has made us aware of the complexities of safety and harassment issues in universities, including incidents of harassment of women faculty by students and the need to provide security for women working alone at night in laboratories or offices. The sexual harassment officers said that colleges and universities should be reminded that, as employers, they have a legal responsibility to warn and act in matters of workplace sexual harassment and personal safety.

The concept of audits as applied to incidents of sexual harassment and preventative measures was raised in the discussion with the sexual harassment officers. A Council of Regents Task Force on Discrimination and Harassment in the CAATs is proposing annual audits on sexual harassment, to be reported to the Minister of Colleges and Universities.

The present provincial government has a demonstrated commitment to equity, as evidenced by the employment equity bill now before the legislature. Staff from MCU and OWD noted that the government will look favourably on efforts by the universities to involve external communities in equity-related initiatives. They also suggested that the two Premier's Councils may now be more receptive to Committee proposals, such as the one prepared a few years ago on a Centre for the Advancement of Women in Science and Technology.

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[3] In 1979-80, 67% of full-time female undergraduates in Canada were younger than 22. In 1989-90, 61% were under 22. In 1979-80, 34% of full-time female graduate students were over 29. By 1989-90, this proportion had increased to 44%. Part-time students tend to be older still. (Data for Canada, from *Education in Canada: A Statistical Review for 1989-90*, Catalogue 81-229 (Ottawa: Statistics Canada, August 1991), pp. 43-45. However, as indicated earlier in this report (p. 6), the adverse financial situation for students may be affecting the historical trend.

Accountability for equity does not just reside in a status of women or equity office. Universities must begin to integrate employment and educational equity into other functions, such as academic and campus planning, recruitment, registrarial and student services, and all aspects of human resources management, a process that must be supported by senior administration.

Accountability for the status of women does not rest with women only. Men, as well as women, should be accountable for creating an environment free of sexism and threats to personal safety.

In our meeting with the Committee on Employment and Educational Equity and with the status of women officers, we discussed the relationship of status of women to other human rights functions. Universities are looking at combining functions for a variety of reasons: because it seems the most cost-effective approach in a time of budget reductions; because of a perception that women's concerns have been adequately addressed; because new government initiatives are targeted at a number of other disadvantaged groups.

Status of women officers were concerned that the integration of women's issues with other human rights functions might lead to a loss of momentum for positive change affecting the more than 50% of the university community who are women. The fact that women are at a later stage of the human rights advancement continuum than some other groups should not be a reason for reduced attention to outstanding issues such as retention and climate. Although other groups have their own priorities and objectives, to some extent progress achieved for women is transferable. Regardless of the structures chosen by universities for dealing with the full range of human rights issues, the goal should be to share experience and build on what has been achieved.

In summary, universities need to go beyond problem identification, e.g., a safety audit, and develop proactive and "auditable" strategies for prevention of harassment and inequity. These might include development of campus and classroom codes of conduct, educational programmes for students and staff, training for chairs and supervisors in preventative and intervention strategies and, as a last resort, using lawsuits as a means for dealing with intractable behaviour. In matters of personal safety, universities should work with community police or other community organizations. They should also use expertise within

their own academic disciplines (e.g., sociology, psychology, social work) to better understand problems such as violence, harassment and racism.

2.3 Beyond Policy: Changing Behaviours and Climate

Universities have made substantial progress in establishing policies, systems and services beneficial to women. However, issues of climate, classroom behaviour, and curriculum are still major concerns. The sexual harassment officers reminded us that while all the Ontario universities have sexual harassment policies, there is a lack of procedural means for dealing with sexism in the classroom and curriculum and with other issues of climate.

The status of women officers said that despite efforts made to attract more women into graduate programmes in the sciences, universities are losing their best women students because of the chilly climate in the labs, harassment, and the double disadvantage faced by visible minority women. These climate issues are especially significant as universities move beyond attracting women students and faculty to engineering and science towards ensuring their retention and educational and career progress. These concerns were also expressed by the student representatives.

The OCUFA Status of Women Committee pointed to work done in some U.S. jurisdictions on curriculum transformation as possible models for Ontario universities. The women's studies representatives are involved on a day-to-day basis with the expansion of scholarship about women, with new methodologies in research and teaching and with meeting the expectations of their students in terms of counselling and mentoring. These activities, too, provide models for the Ontario universities.

Universities have made real progress in policy development to assure equity for women in recruitment, hiring, promotion, tenure and salary administration. Basic policies for dealing with sexual harassment are in place. They now need to reinforce policies with practice. Attention must be paid to gender-neutral language and gender issues in the curriculum. This means that, in addition to acceptance and recognition of new discipline areas, consideration must be given to the weighting given to teaching, action research, community service and collaborative modes of work in tenure and promotion decisions.

2.4 Faculty Renewal: Retention, as Well as Recruitment

While this may seem a subset of the previous section on behaviour change, in the Committee's view, faculty renewal is sufficiently important to our client groups to merit separate discussion. In many institutions, the data on new appointments in recent years show marked improvement in hiring of women in full-time faculty positions and in senior management. The status of women officers and MCU representatives both mentioned the lack of good data on *retention* of women faculty hired under the provincial Faculty Renewal plan. Anecdotally, the retention of graduate students and of recently-appointed women faculty appears to be a particular problem in some of the science disciplines.

Status of women officers observed that women now embarking on academic careers may face additional deterrents, such as granting agency cutbacks and criteria and mechanisms for grant competitions or promotions that are not sensitive to different career patterns. For example, when research productivity is used as the major criterion for promotion, faculty who successfully train graduate students may not be given the same consideration as those who concentrate more exclusively on their own research.

The status of women officers also mentioned that older women faculty encounter systemic discrimination because of their age. Women tend to enter academic careers later than men and may not be hired when there are younger candidates. The mandatory retirement age leads to a disadvantage with regards to pensions for those who start their careers later.

Those women already in senior positions are finding that resentment and exclusion still confront them. At the spring 1992 annual meeting of Senior Women Academic Administrators of Canada, several women in very senior positions reported experiencing personal incidents. The sexual harassment officers said that problem of backlash against women in positions of authority (which appears to be exacerbated by the current economic climate) must be addressed seriously by the universities.

2.5 Partnerships: Working together to Build the Person-Centred University

All the groups we met welcomed the opportunity to share their ideas with a Committee which is seen as well-placed to convey the concerns of the university women's community to Council members. The OCUFA Status of Women Committee reminded us that we have a key role in educating senior administrators about gender issues. The women's studies representatives wanted us to impress upon the deans of education the importance of gender issues in teacher education.

The OCUFA representatives stressed the need for a network of the various committees concerned with women's issues in the universities, perhaps through an annual meeting. Again, the COU Committee was viewed as the best placed to take on an umbrella role, although some of the women's studies representatives also want OCUA to establish a committee on women's issues, which would have a coordinating role and serve as a clearing house for information.

In our conversation with students, linking with groups of women faculty and administrators was seen as an effective way for students to influence the university. At the same time, the student representatives reminded us that the generational differences between the majority of current undergraduate women and the age group typically found in university faculty and administration needs to be respected.

In one way or another, all of the groups touched on the long-term objective of making the university a more accessible, flexible and welcoming workplace and provider of educational services, not only for women but for other groups.

The status of women officers, OCUFA and COUSA all mentioned the need to accommodate family responsibilities in job design and career development planning. This is also a major interest of OWD. As universities attract more older, part-time and graduate students, child care and other family benefit programmes assume more prominence. Existing child care services in universities are often inadequate in capacity and flexibility or are too expensive for students and low-income staff. New options, such as drop-in child care, need to be established. A few institutions have maternity leave policies for students. Family issues also extend beyond child care: women often have major responsibility for care of aging parents.

Ultimately, universities are civic institutions and must serve the needs of their society. This imperative requires greater responsiveness to the needs of surrounding communities, an objective that was shared by all of the groups consulted. The women's studies faculty mentioned the importance of currently undervalued external service and recognition of such service in university appointments and promotion decisions. The universities should be encouraged to build bridges with community groups and to recognize the importance of work in the community by their own staff and faculty.

It is obvious that the Committee's agenda can be moved forward more effectively by linking with other COU committees and affiliates and with outside organizations with which we share common interests and objectives.

Areas of overlap with the Committee on Employment and Educational Equity include employment equity for women, as well as issues of harassment and human rights. Any projects involving data on students, faculty or staff should be done in cooperation with the Council on University Planning and Analysis and its relevant committees. CSAO has an interest in matters affecting personnel management, legal liability and campus safety. We need to communicate with these bodies so that expertise can be used more effectively.

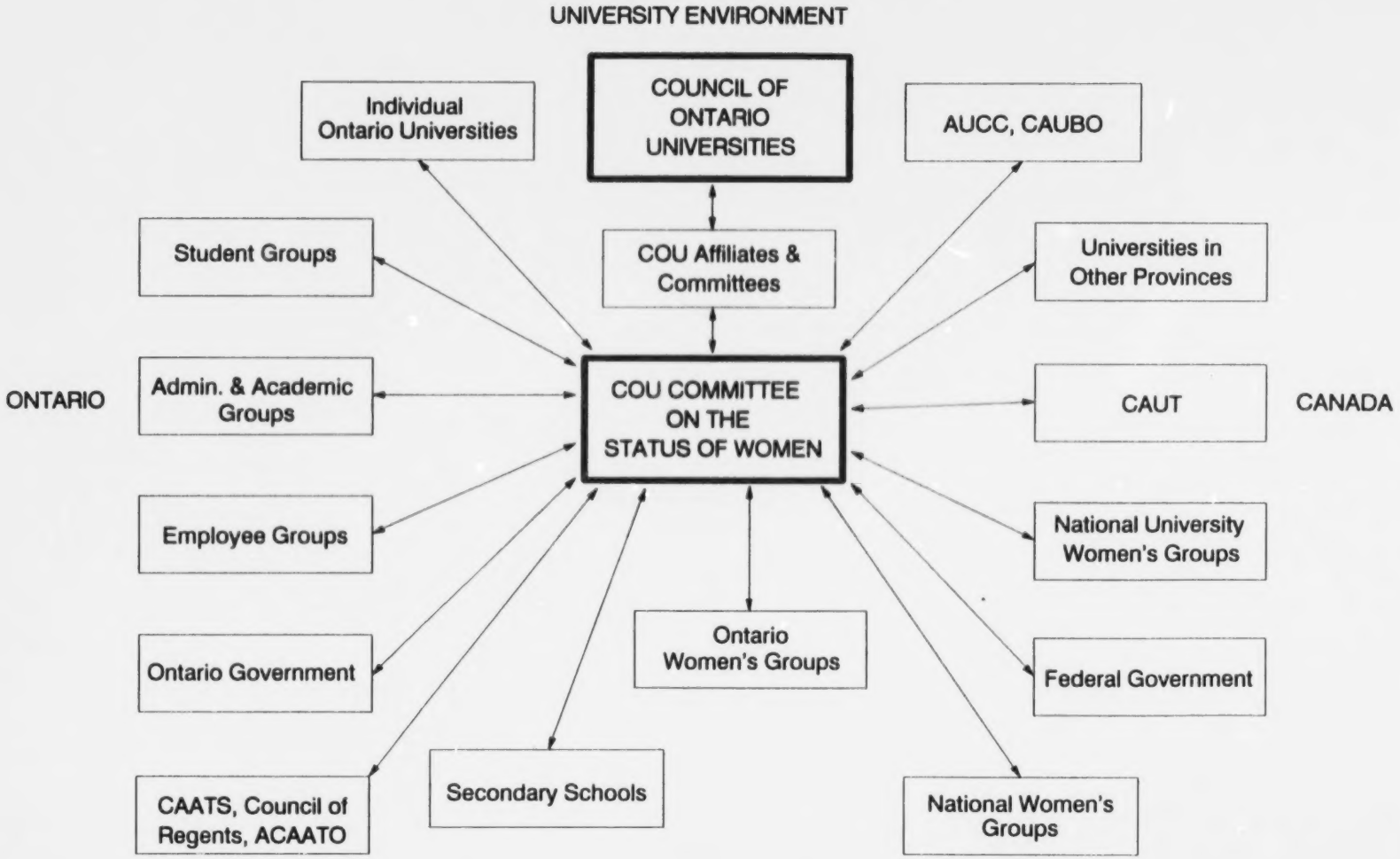
The Committee has been useful to Council as a source of information and suggestions about women's issues. It has also enjoyed good relations with the Ontario government. Funding for a number of projects has come from OWD and MCU. Both Ministries rely on the Committee for its expertise.

We are now moving beyond critique and analysis toward partnerships for change with other groups. In many respects, partnership is an ideal process for the university system to utilize in responding to change, as it moves away from the intellectually monastic model. The Committee's approach mirrors other emergent developments in Ontario postsecondary education. As initial actions in partnership, representatives of the CAATs were involved in the campus safety projects, and the COU Committee was asked to review the harassment and discrimination guide prepared for the Council of Regents harassment guide.

The diversity of the Committee's membership over the years has been one of its greatest assets. We have always included a mix of faculty and administrators, women and men interested in gender issues, and people who have and do not have direct responsibility in their jobs for status of women. This provides a variety of perspectives and expertise and will be particularly useful as we enter into more partnerships with other groups.

The context for the Committee's future work and communication is represented graphically on the next page. It shows the group's interrelationships with the COU, its committees and affiliates, other university organizations, government, and provincial and national bodies with an interest in university women's issues. The following section, on the future agenda for the COU Committee, presents a series of projects relating to the major themes discussed above and shows in tabular form resource implications and possibilities for collaboration for each project.

WORK AND COMMUNICATIONS ENVIRONMENT OF THE COU COMMITTEE ON THE STATUS OF WOMEN



3.0 FUTURE AGENDA FOR THE COMMITTEE ON THE STATUS OF WOMEN

The consultation process and the discussions that followed produced a multitude of ideas for future activities by the COU Committee. Some could be undertaken by the Committee alone, with little further research or expenditure of resources. Others would require a major commitment, and might involve collaboration with other COU committees or affiliates, or with external organizations. In planning its activities, the Committee will consider ways to maximize resources, including use of subcommittees for projects, teleconferencing to save on travel time and costs, and more extensive use of electronic mail.

Future projects, planned or underway, are grouped thematically below:

Restraint: Excuse or Opportunity?

1) Rationale:

The Committee, OCUFA and COUSA are concerned about the impact of financial restraint on women faculty and staff. So far the evidence is fragmentary and anecdotal.

Project:

Collect and analyze data on the impact of cutbacks on staff and faculty complements, including downgrading of positions.

2) Rationale:

Women's Studies programme directors and faculty feel that their workloads are particularly heavy, because of the demands of an emerging discipline, the need to share resources with established departments and responsibilities to students and the external community.

Project:

Collect and analyze data on women's studies programmes, including teaching loads, counselling and service activities and impact on student's lives.

3) *Rationale:*

Restricted opportunities for career growth and skill development are a problem for administrative staff, more than 60% of whom are women.

Project:

Development of a base-line study on existing university staff training and development policies and activities in Ontario universities.

Accountability: Beyond Compliance

4) *Rationale:*

We need to make government aware of the progress being made by universities in achieving equity for women and make a strong case for support for the work still to be done.

Projects:

Meet with the heads of the two Premier's Councils to bring relevant university women's issues to their attention.

Bring women's issues to the attention of the Task Forces on Accountability and Long-Term Restructuring.

5) *Rationale:*

Universities should understand all of the implications of subsuming status of women responsibilities within human rights offices.

Project:

Prepare a short document which would serve as an operational and strategic planning model for institutions considering the establishment of human rights offices.

6) *Rationale:*

Universities need up-to-date information about accountability in matters of harassment and personal safety.

Project:

Prepare a document on the legal and societal responsibilities of universities in matters of harassment.

Beyond Policy: Changing Behaviours and Climate

7) *Rationale:*

The Committee shares the concern of the status of women officers that, despite efforts made to attract more women into graduate programmes in the sciences, universities are losing their best women students because of the chilly climate in the labs, harassment, and the double disadvantage faced by visible minority women.

Project:

A study to determine an appropriate methodology for identifying the practices and indicators of science faculties or departments that are hospitable to women.

8) *Rationale:*

The Ontario Commission on Interuniversity Athletics requested the assistance of the Committee in developing concrete strategies for ensuring more equitable representation of women in university athletics departments and programmes.

Project:

Assist the OCIA and the OWIAA to augment existing data on women in intercollegiate and inter-mural athletics and identify possible strategies for improvement of relevant policies and practices.

Faculty Renewal: Retention After Recruitment

9) Rationale:

We do not have adequate information about the retention and career progress of recently-hired women faculty. There is anecdotal evidence that some are leaving the academy because of the "chilly climate".

Project:

Collect and analyze data on retention and career progress of women faculty.

10) Rationale:

The status of women officers reported that older women academics encounter systemic discrimination because of their age.

Project:

Exploratory study to develop a research project or model policies on issues affecting mature women (such as hiring, career progress, retirement and pensions).

Partnerships: Working together to Build the Person-Centred University

11) Rationale:

The consultations gave the COU Committee an excellent opportunity to establish links with the networks concerned with university women. We need to build on those links and find ways to join the networks. It should be a major agenda item for the COU Committee to establish itself as an umbrella group with which other groups will feel comfortable sharing information.

Projects:

11a) Hold additional consultations with the university women's community. Groups suggested for next year include women racial minorities, women in middle management, student services staff, women academic chairs, and women in professional faculties.

11b) Produce a newsletter, with discussion of current issues and contributions from groups participating in the consultations. The newsletter should also be incorporated into the broader COU communications strategy.

12) Rationale:

Because of its links to Council and COU affiliates, the Committee has a key role in educating executive heads, academic colleagues and senior administrators about gender issues.

Projects:

12a) Meet with deans of education to discuss the inclusion of gender issues in teacher education.

12b) Educate senior administrators about gender and equity issues. One venue for this is the March 1993 conference being planned by COU, which will include a section on educational equity.

13) Rationale:

The OCUFA representatives stressed the need for a network of the various committees concerned with women's issues in the universities, perhaps through an annual meeting.

Project:

Convene an annual meeting of status of women committees from university organizations, including COUSA, OFS, CUEW, OCUFA.

14) *Rationale:*

Building the person-centred university requires a supportive work environment for those with family responsibilities. Status of women officers, OCUFA, COUSA and the OWD all mentioned the need to accommodate family responsibilities in job design and career development planning.

Project:

Develop a research project or model policies on family issues for women employees.

15) *Rationale:*

We need to develop and maintain a database on university staff and offices providing women's and equity services, to facilitate consultation and cooperation.

Project:

Prepare a roster of equity/human rights services in the universities.

16) *Rationale:*

The COU Committee on the Status of Women has been quite effective in promoting equity for women within the Ontario universities. Its activities and *modus operandi* may be of interest to other jurisdictions.

Project:

Prepare a paper/symposium on the activities and strategies used by the COU Committee to influence the status of women agenda in the Ontario universities, to be presented at the 1993 GASAT conference.

THREE-YEAR WORKPLAN FOR THE COMMITTEE ON THE STATUS OF WOMEN
RESOURCES, COLLABORATION AND SCHEDULE FOR PROPOSED PROJECTS

Projects Related to Restraint Theme	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
1) Data on the impact of cutbacks on staff and faculty complements	$4,000 for coding and analysis	Development of survey instrument, administration and data analysis	Consult with CUPA Committee on Faculty and Staff Data	Consult with OCUFA, COUSA	1992-94
2) Data on women's studies (teaching loads, counselling and service activities, impact on student's lives)	Research funding: amount depends on scale of project	Development of proposal, coordination of research work	Possible involvement of vice-presidents, academic	Joint project with Ontario Women's Studies Association	1993-94
3) Baseline study on administrative staff training and development	Depending on scope, might require a researcher on contract	Development of a survey instrument, administration and data analysis.	CSAO, Ontario Universities Personnel Officers Association	COUSA	1993-94

Projects Related to Accountability Theme	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
4a) Meeting with Premier's Councils re: women's issues in universities		Meeting arrangements, preparation of short brief	Consult with COU Committee on Government and Community Relations	Suggested by MCU staff	1992-93
4b) Bring women's issues to the attention of the Task Forces on Accountability and Long-Term Restructuring		Preparation of a short brief, based on work already done; organizing meetings	Consult with Committee on Government and Community Relations	Suggested by MCU	1992-93
5) Issues paper on centralized human rights offices in universities		Research on the issues, inquiries to determine plans of individual universities, development of strategic planning document	Committee on Employment and Educational Equity (consultation and review of drafts)	Ontario Universities Employment and Education Equity Network	1992-93
6) Document on the legal and societal responsibilities of universities in matters of harassment	$1,000 for legal advice on draft document	Some contacts already made. Organizing further consultations and drafting document.	Committee on Employment and Educational Equity	Consultation with CAASHE, legal committee of CAUBO, university solicitor's group	1992-93

Projects Related to Changing Behaviours	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
7) Exploratory study on methodology for identification of characteristics of science faculties or departments hospitable to women	Might require researcher on contract Follow-up project may be required	Review of literature on issues and development of methodology	Possible joint project with deans of science or vice-presidents, academic	Consult with OCUFA SWC and WISE	1993-95
8) Data collection and strategy development re: women in university athletics	$2,000 for research assistance to augment existing data	Assistance to OWIAA in collecting data, plus a strategy session with OCIA and OWIAA	Committee's assistance requested by the Ontario Commission on Interuniversity Athletics	Check on OWD as a possible source of funding	1992-93

Projects Related to Faculty Renewal	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
9) Data on retention and career progress of women faculty	Might require a researcher on contract (MCU as a possible funding source)	Development of proposal, consultations, survey administration, drafting of report	CUPA Committee on Faculty and Staff Information	Suggested by OCUFA and MCU consult with OCUFA Status of Women Committee	1993-95
10) Project on policies/practices affecting mature women (e.g., hiring, career progress, retirement and pensions)		Identification of issues and methodology	Status of women officers	Joint project with OCUFA Status of Women Committee	1993-94

Projects Related to Partnerships Theme	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
11a) Further consultations with the university women's community		Selection of groups, identification of representative, invitations and follow-up			1992-93
11b) Production of a newsletter to link university women's groups	Printing: $150 per issue Total budget of $5,000 includes masthead design and editorial services	Planning, eliciting contributions, editing production and distribution	COU Communications Division; consult with Equity Committee for ideas	Would eventually involve all groups in the university women's community	1992-95
12a) Meeting with deans of education to discuss inclusion of gender issues in teacher education		Meeting arrangements, preparation of short position paper		Suggested by women's studies representatives	1993-94
12b) Education of Council and senior administrators about gender and equity issues	Would depend on the mechanisms chosen	An on-going process: could include workshops, conferences as well as preparation of documents	OCGS Committee on Employment and Educational Equity	Suggested by OCUFA Status of Women Committee	1992-95

Projects Related to Partnerships Theme	Resources Required		Collaboration		Year(s)
	External Resources	Committee/Staff Resources	Inside	Outside	
13) Convening an annual meeting of status of women groups from universities and provincial university organizations	$4,000 for a one-day meeting on a campus	Planning, invitations, agenda and follow-up	Committee on Employment and Educational Equity could also be invited	Suggested by the OCUFA Status of Women Committee	1992-95
14) Project on family issues re: women faculty and staff		Development of proposal, consultation, research on issues and current university policies, development of recommendations	Status of Women Officers	Joint project with OCUFA Status of Women Committee, COUSA	1993-95
15) Database on equity/human rights services in the universities	Modest printing costs, depending on format	Preparation and administration of survey, arrangements for annual updating, production and distribution of information booklet	Joint project with Committee on Employment and Educational Equity	OCUFA may be involved in a similar project--ensure that efforts are not duplicated	1992-93
16) Paper/symposium for 1993 GASAT conference	$1,500 travel costs for symposium members	Preparation of proposal, drafting paper and planning symposium	Subcommittee of the Committee on the Status of Women	Conference is being organized by the OWD	1992-93

COUNCIL OF ONTARIO UNIVERSITIES
COMMITTEE ON THE STATUS OF WOMEN

Calendar of Business

PROJECTS IN 1992-93	TIME	BUDGET
Data on the impact of cutbacks on staff and faculty complements *(to 1994)*	Instrument by November 92	$ 4,000
Meeting with Premier's Councils re: women's issues in universities	Spring 93	
Bring women's issues to attention of the Task Forces on Accountability and Restructuring	Fall 92	
Issues/strategic planning paper on centralization of human rights offices in universities	Fall 92	
Document on the legal and societal responsibilities of universities in matters of harassment	Fall-Winter 92	$ 1,000
Project on women's athletics (with OWIAA and OCIA)	Fall-Winter 92	$ 2,000*
Further consultations with communities of university women	Throughout 92-93	
Production of a newsletter to link university women's groups *(to 1995)*	Issues in Nov., Feb. & May	$ 5,000
Continuing education of Council and senior administrators about gender and equity issues *(to 1995)*	Conference in March 93	
Annual meeting of status of women groups from universities and university organizations *(to 1995)*	January 93	$ 4,000
Preparation of a database on equity/status of women staff and services in Ontario universities *(to 1995)*	Fall 92	
Paper/symposium for 1993 GASAT conference	Feb. 93: paper July-Aug. 93: conference	$ 1,500
TOTAL ESTIMATED PROJECT BUDGET FOR 1992-93		$17,500

PROJECTS IN 1993-94	TIME	BUDGET
Data on women's studies (teaching loads, counselling and service activities, impacts on students' lives)	Begin in Fall 93	$ 8,000
Descriptive, baseline study of existing policies and practices on university staff training and development	Fall-Winter 93	
Exploratory study on science faculties and departments "best practices" for hospitality to women *(to 1995)*	Begin in Fall 93	$ 1,500*
Study on retention and career progress of women faculty *(to 1995)*	Instrument design: Fall 93	$ 1,000*
Exploratory study on issues affecting mature women faculty	Literature review in Winter 93	$ 1,000
Meeting with Deans of Education about gender issues in teacher education	Fall 93	
Identification of issues and model policies re: family responsibilities for women employees *(to 1995)*	Begin Fall-Winter 93	
Continuing projects: annual meeting of women's groups; continuing education of senior administrators about gender and equity; newsletter		$ 9,000
TOTAL ESTIMATED PROJECT BUDGET FOR 1993-94		$20,500

PROJECTS IN 1994-95	TIME	BUDGET
Continuing projects: annual meeting of women's groups; continuing education of senior administrators about gender and equity; newsletter		$ 9,000
Completion of study: Issues and model policies on family responsibilities		$ 1,000*
Completion of study: Retention and career progress of women faculty		$ 5,000
Completion of study: "Best practices" of science faculties and departments relating to climate for women		$ 5,000*
TOTAL ESTIMATED PROJECT BUDGET FOR 1994-95		$20,000

* *External funding will be sought for these projects.*

APPENDIX A
Points Made in Consultations

Consultation with Sexual Harassment Officers (October 25, 1991)

- There is a misconception that the job of the sexual harassment officer is mainly dealing with complaints, when education and prevention are a very significant portion of the work.

- Sexual harassment cannot be separated from other issues of violence against women on campus. The sexual harassment advisor should work closely with the security office.

- There is real concern about the vulnerability of funding for sexual harassment prevention and other human rights activities in a time of financial constraint.

- Visible support and commitment from senior administration is essential (and doesn't cost anything).

- Colleges and universities should be reminded that, as employers, they have a legal responsibility to warn and act in matters of work-place sexual harassment and personal safety.

- The issue of institutional accountability is being raised, e.g., annual audits on sexual harassment, to be reported to the Minister, as proposed by the Council of Regents Task Force.

- Postsecondary institutions must begin to address seriously the increasing problem of backlash against women in positions of authority.

- Colleges and universities are receiving more frequent queries from applicants and their families about the personal safety record of the institution.

- There is a need for system-wide educational resources, from the student perspective, about sexual harassment and related issues. The MCU initiative on date rape may in part meet this need.

- Despite a growing body of research on sexual harassment, we do not have system-level statistics on occurrences or on activities for dealing with sexual harassment. Instruments for collecting such information should be designed by the sexual harassment officers.

- Sexual harassment and violence are not just women's issues; we must work with men to change behaviour. We need to rethink the link with sex education and non-violent conflict resolution, ideally in primary and secondary schools.

- A model code or policy should be developed, to establish standards against which the policies of individual institutions can be measured. Again, the sexual harassment officers themselves have the most expertise to do this.

- There is a lack of procedural means for dealing with sexism in the classroom and curriculum and with other issues of climate.

Consultation with Student Representatives (22 November 1991)

- The current issues for women students are what the issues have been for some time: sexual harassment; safety for women on campus; access to programmes in both academic and student life areas.

- Women from all campus constituencies must continue to work for policies, procedures and political strategies that will lead to positive behaviourial change.

- The administration must be pressed to accept its responsibility for students and should work with them to find the resources that are needed to make positive changes.

- It is particularly important that senior women's groups, like the COU Committee, understand the generational issue. Today's undergraduates have different experiences and priorities, which must be respected.

- Students need to link to structures in the universities that can achieve change. It was suggested that they work with student members on boards or senates to bring women's issues forward and also build alliances with women faculty and administrative staff through committees and informal networks.

Consultation with Status of Women Officers (6 January 1992)

- Universities are debating the benefits and disadvantages of integrating status of women offices with general equity/human rights functions.

- There has been an increase in students (both female and male) with acute psychological distress related to backgrounds of abuse. The universities should work with the surrounding community to ensure that appropriate counselling services are available.

- Despite efforts made to attract more women into graduate programmes in the sciences, universities are loosing their best women students because of the chilly climate in the labs, harassment, and the double disadvantage faced by visible minority women.

- Although formal policies and services are now in place for addressing sexual harassment, employment equity, personal safety, etc., there has been a hardening of opposition to enhancing the status of women. Increased economic pressure in an era of little hiring is partially responsible.

- For women graduate students outside the sciences, the relationship with the supervisor is frequently a problem.

- Sexism in the classroom and curriculum are significant issues for undergraduate women.

- The most pressing concerns for women faculty and administrative staff are pay and harassment; for women in managerial positions: harassment and disillusionment; for first-year undergraduates: date rape, home sickness; for upper-year undergraduates: decisions about careers and further education; for Master's students (non-science): poverty, problems of single mothers; for Master's students (science): chilly climate in the labs; for PhD students (non-science): the supervisory relationship, poverty; and for PhD students (science): their relative scarcity, decisions about personal relationships and careers.

- If budget were not a problem, the priorities of status of women officers for the coming year would be personal safety, mental health, and family responsibilities.

- COU should facilitate lobbying on the childcare issue by, for example, collecting information on what works. It would be helpful for women's issues advocates at individual institutions if they could say that the COU Committee has information and ideas on particular policies, strategies, etc.

- There should be a study to determine whether there are science faculties or departments that are more hospitable to women. This might be done by means

of a report card or checklist for deans of science or chairs of science departments.

- It was also suggested that data on PhD graduates (from national surveys by Statistics Canada) could be analyzed for gender differences in career outcomes. Any information available on movement out of academic positions should also be examined to see if women are more likely to leave the university and why.

- The problem of older women faculty needs attention. Women tend to enter academic careers later and may not be hired when there are younger candidates. The mandatory retirement age leads to a disadvantage with regards to pensions for those who start their careers later.

- The COU Committee could also promote the concept of the person- friendly university. Many of the present systems no longer fit the lifestyles of people who live and work in universities. For examples, there are expectations of longer work hours, a relic (or a revival) of the monastic lifestyle, and a general unwillingness to accommodate family responsibilities.

- The Committee could investigate the possible differential impact of budget cuts on women employees, beginning with the collection of anecdotal information.

Consultation with Ontario government staff (28 February 1992)

- The Ministry of Colleges and Universities is being restructured along functional lines. Staff currently responsible for various status of women projects will continue to handle those assignments.

- The Ontario Women's Directorate is redefining its mandate because of the creation of the Employment Equity Commission. Two major focuses will be educational equity and workplace/economic equity, with the latter emphasizing support programmes to help implement employment equity. The major educational equity initiative is the international Gender and Science and Technology conference, to be held at Waterloo in August 1993.

- The COU Committee should meet with the heads of the two Premier's Councils, to bring relevant university women's issues to their attention.

- MCU has approved funding for faculty/staff workshops to enhance conditions for women in engineering programmes. Universities have been asked to report the final results of their projects in August.

- Data on Faculty Renewal appointments indicate that about 54% of the full-time, tenure stream faculty hired under the programme are women. Data on retention of these women is inadequate.

- The problem of the presence of men in women-only residences has been brought to the attention of MCU by some parents and students.

- The combination of work or study with family responsibilities is a source of stress and financial hardship for some university women. It was suggested that an OWD training unit on work and family issues might be adapted to the university environment.

- Universities all have sexual harassment policies, but prevention is still a problem. An OWD programme on sexual harassment prevention might be adapted for use in universities. It was noted that this would have to be done through the vice-presidents academic and the deans, if it is to be effective for faculty and chairs.

- The COU Committee is concerned about the deficiencies of existing student data bases for understanding the changes in student demographics (age, enrolment status, designated group status, etc).

- Two MCU reports will be released in April: the study of the status of women in Ontario universities headed by Dr. Janice Drakich of the University of Windsor; and the statistical report based on Statistics Canada and COU faculty, staff and student data.

- The universities should be encouraged to build bridges with community groups and to recognize the importance of work in the community by their own staff and faculty.

- The COU Committee should look at opportunities within the Transition Assistance package.

Consultation with Women's Studies representatives (28 February 1992)

- The Ontario Women's Studies Association has recently decided to assume a formal organizational structure, to work toward collective fund raising, the establishment of a feminist press, and more effective lobbying.

- Women's studies programmes have enjoyed great success in terms of student enrolments and the growth of scholarship, but are feeling precarious for different reasons.

- Although the programmes differ in structure, they can serve as models of collaborative organization to the rest of the university.

- Funding cutbacks are a very real threat to the still-marginalized women's studies programmes. Lobbying is more important than ever. Rather than being made on the basis of the past inequities suffered by women, the case for women's studies should be a straightforward academic argument about the potential for loss of a thriving new branch of knowledge.

- The COU Committee should consider updating its 1989 report on women's studies programmes. The scope should be widened to include a statistical audit, with data on numbers of students, types of students, dissemination of women's studies content across the university, etc.

- The COU Committee should send a message to deans that gender issues must be included in teacher education.

- The workload of women's studies faculty is probably quite different from that of faculty in traditional departments, because of both the structural squeeze on limited teaching resources and the special responsibility felt by faculty toward their students, the community and the emerging discipline.

- It would be useful to collect data on the prevalence of part-time faculty, numbers of courses being taught, numbers of teaching assistants and other indicators of the squeeze on women's studies programmes.

- It appears that women's studies faculty are required to spend a good deal of time counselling and offering personal support to their students. The real costs of the programme may thus be higher than the BIU value assigned to it. A case might be made for innovative means of funding programmes for designated groups, who require specialized programmes and extra faculty attention.

- The course evaluation results from women's studies programmes might be a starting point for a study of the impact of the programmes on women's lives, to be made in public policy terms, such as ability to support themselves and their families, and contribute to the civic good.

- The community links of women's studies programmes should be emphasized in the lobbying effort. Television is an obvious way to explain to the community what is being done in women's studies. The TVOntario Committee on Postsecondary Education Programs and a separate skills channel were suggested as possibilities for this type of programming.

- COU should request that OCUA appoint a status of women committee, which could help coordinate information and activities relating to women's studies and university status of women's issues.

Consultation with Committee on Employment and Educational Equity (27 March 1992)

- It was agreed that Committee on Employment and Educational Equity would review drafts of the document on the legal responsibilities of universities with respect to harassment which is being developed by the Committee on the Status of Women, in consultation with a number of expert groups.

- Preparation of a roster of equity/human rights services in the universities was identified as a useful project that could involve both committees.

- It was agreed that the committees should continue to discuss, both together and separately, the issue of general versus specialized human rights offices within universities.

- The Committee on the Status of Women will explore further the development of a short document which would serve as an operational and strategic planning model for institutions considering the establishment of human rights offices.

- It was agreed that minutes of the two committee would be circulated to each other routinely.

Consultation with the Confederation of Ontario University Staff Associations (1 May 1992)

- COUSA is particularly concerned that women administrative staff are loosing ground in the current climate of fiscal restraint. A study of the impact of budget cutbacks on women university employees was suggested as a possible joint project for COUSA, OCUFA and COU.

- Employment equity initiatives appear to be in disarray because of the funding situation.

- At some institutions, faculty and staff groups have been working together to lessen the negative impact of cutbacks on the university community.

- Staff training and development are not given much emphasis in the universities. A system-wide assessment of what is currently being done was suggested as a project which could involve both COUSA and the COU Committee.

- Other issues of interest to staff associations are access for employees with disabilities, and parental/family responsibility leave.

Consultation with the Ontario Confederation of University Faculty Associations Status of Women Committee (1 May 1992)

- The COU Committee has a key role in informing and educating senior administrators about gender issues, including matters of educational equity and the curriculum.

- The COU Committee should play a central role in developing a network among women in universities, perhaps by bringing the COU, OCUFA, COUSA, OFS and CUEW status of women committees together for an annual meeting.

- The COU Committee was asked to support the OCUFA Committee's recommendation that a separate section on educational equity be included in the proposed Ontario employment equity legislation.

- Issues of access, curriculum and pedagogy must receive attention. Educational equity opens the door for employment equity. Both government and universities should be supporting proactive measures.

- Curriculum transformation programmes, such as the New Jersey project, need to be instituted in our institutions.

- We need proactive initiatives around political correctness.

- There is concern that initiatives around educational equity may be threatened because of reduced funding.

- The task forces on Accountability and Long Term Restructuring should be asked to take into account curriculum, pedagogy and climate issues as they relate to equity for women and other designated groups.

- Our committees should try to monitor equity accountability in the face of restructuring. We need to chart on an institution by institution basis positions lost because of budget cuts and departures of recently hired women faculty due to chilly climate, etc.

- Both committees are concerned with the accommodation of family responsibilities of faculty, staff and students. It was emphasized that whether or not they have children, many women are faced with care of aging parents.

- The OCUFA Committee is hoping to produce a booklet of all university groups and offices related to status of women and equity.

APPENDIX B

Committee on the Status of Women in Ontario Universities
MEMBERSHIP 1991-92

Jacquelyn Scott (Chair)
University of Toronto

Alice Baumgart
Queen's University

Monique Bégin
University of Ottawa

Arnice Cadieux
Ryerson Polytechnical Institute

Patricia Gentry
University of Guelph

Norma MacRae-Ward
Laurentian University

Cecilia Reynolds
Brock University

John Stubbs
Trent University

William Trimble
University of Western Ontario

Sheila Cannon (Secretary)
COU

Edward DesRosiers
COU

Laura Selleck
COU